



Speech and Language Therapy Developing Sequencing Skills

- **Sequencing- everyday activities**

Choose everyday activities e.g. making a sandwich, making a drink of squash, building a sandcastle, dressing for PE, getting ready for lunch.

Take clear photographs of each step showing the key action. Do not include the child /adult in the photograph to focus on the action e.g. pouring the drink, buttering the bread. Introduce the concepts of first, next, last. Give the child the photos and ask him/her to place them in the correct order and tell you what is happening.

Carry out the activity in the order that the photos have been arranged. If the photos are in the correct order discuss the first, next, last events and if they are in the incorrect order, discuss the step with the child e.g. do we dry our hands first? Use gesture, demonstration and the photos to support discussion.

Reinforce the vocabulary used in sequencing throughout the day.
This could be achieved in a range of lessons and at home:-

Registration: Talk about what you are going to be doing, e.g.
“First of all we will do literacy, then playtime” etc

PE: Ask the child to do things in order, e.g. first walk along the bench, next stand in the hoop.

Literacy: Ask the child to find where the first picture is, what happened last in the story.

Maths: Ask the child to find the last number on a page, the first sum in the book, etc.

In any lesson when the children line up, discuss who is first/last in the queue.

At home First we have our bath, next we do our teeth and then we get into bed.

Once the child is able to sequence the photos in the correct order ask them to tell you what to do in an activity e.g. how to make a sandwich, how to wash your hands, how to draw a picture. The child may need photos to support them in this. Again discuss what happens first, next, last.



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- **Sequencing- real events**

It is difficult to talk about events that are not happening in the 'here and now'. This could be something that happened earlier in the day/week/year .To be able to talk about something that has happened your child needs to be able to:

- Remember what they have done.
- Think of the words and sentences to tell you.
- Put together a story of what happened.

Use photos from a recent trip e.g. going to the park, going to the beach. Encourage the child to arrange the photos in the correct order. Use a first, next and then sequence board to support the child to order the activities. Use three pictures to start with- this can be extended as they develop.

For example:

As you complete an activity such as baking, take photos of some of the steps or draw the steps on a sticky note or piece of paper e.g. for baking you might take a photo/ draw a picture of the mixing, the cooking and the eating! (Where possible take a photo of the action rather than the child doing it). Print these photos out for the child and mix them up. Can the child put them back in the right order? Use a first, next and then sequence board to support the activity.

Initially model the language to the child, e.g. First we mixed the ingredients together, next we put it in the oven to cook and then we ate them! As the child gets used to the structure the adult starts and then leaves pauses for the child to fill e.g. First we got out the ingredients, next we....see if the child can fill in the gaps.

- **Sequencing- stories**

When retelling a story sequence show the child first what you are expecting them to do e.g. lay out two pictures into a sequence "I'm going to look at the pictures to see what is happening. First the girls packed their bags and then I can see they got in to the car. I think they are on a journey somewhere. I think they might be going to the beach or maybe holiday...". " you have a go, what can you see and what do you think they might do next?"



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- **Making predictions**

Start with simple predictions in real situations from the child's perspective. Encourage the child to predict what is going to happen next during the day e.g. 'We've finished play ... what's next?' 'You've spilt your drink... what will you do next?' Give the child forced alternatives to help him/her to answer e.g. 'What's next? Is it assembly or lunch?'

Next, ask the child to **predict** what others will do in real situations e.g. 'It's Sophie's birthday ... what might she have after school?', 'Your brother has fallen over ... what might he need to do?'

Once the child can make predictions in real situations discuss what will happen next in stories. Begin with simple stories that include pictures. Pause tv programmes/ DVDs and discuss what may happen next.

If the child cannot make a suggestion then you could give them two alternatives.

Read a familiar story. After you read a page, ask the child "What do you think he might do next?" (The child will be able to predict because he is familiar with the story). Next use an unfamiliar story. Ask the same question. If this is hard, you may have to suggest a few choices for the child to pick from.



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**Bedfordshire
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First

next

and then